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KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 16–26–36

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when the focus is on the development and application of reading, writing and mathematical literacy,¹ and essential employability skills
- through experiential learning activities

- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

1. *Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*



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Aboriginal Perspectives

For historical, cultural, and linguistic understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize connections, applications and relevance to a variety of everyday experiences. Organizing for

de thematic units, subject
ts and/or projects in other

subjects.

Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts and connect the school with environments beyond school, and may include tours to local business and industry, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios. Career portfolios help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or other post-secondary opportunities. Items appropriate for inclusion in career portfolios are: resumes, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and incorporated throughout Knowledge and Employability courses. Courses include basic safety rules and guidelines, and the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT), and the use of computers and other technologies are included in Knowledge and Employability courses to help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize universal skills and strategies that are essential to all students, including the following.

- Interpersonal skills to promote teamwork and respect for, support of and cooperation with others.
- Critical thinking to promote the analysis and appropriate applications of information.
- Creative thinking to promote identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision making to promote making timely and appropriate decisions.
- Problem solving to promote the ability to identify or pose problems, and apply learning to consider the causes, dimensions of and solutions to problems.
- Metacognition² is thinking about thinking and enables students to become more aware of their own thinking and learning processes, and gain greater control of these processes.

RELATIONSHIP TO OTHER COURSES

To enable students, as appropriate, to progress to other Knowledge and Employability course(s) and/or other secondary courses, each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in all courses, or a combination of Knowledge and Employability and other courses.

For information about identifying students for enrollment in one or more courses, see *Knowledge and Employability Courses Policy* and the *Information Manual for Knowledge and Employability Courses*.

INTRODUCTION TO KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS

The core responsibility of Knowledge and Employability English Language Arts courses is to foster and strengthen the development of language. Learning foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables learners to experience personal satisfaction and become responsible, contributing citizens and lifelong learners.

The Importance of Language

The Nature of Language

Language is the basis of communication and the primary instrument of thought. Composed of interrelated and rule-governed symbols systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to society.

Language Development

Language development is contextual. Students enhance their language abilities by using what they know, continuously and recursively, in new and more complex contexts and with increased sophistication. They reflect on and use prior knowledge to extend and enhance their language abilities and understanding. By learning and incorporating new language structures into their repertoires and using them in a variety of

2. *Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.*

contexts, students develop greater language fluency and proficiency.

Critical Thinking and Learning through Language

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and play active roles in learning communities within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas, and determine courses of action. By becoming critical thinkers, students also become self-reliant, successful, contributing members of society.

Metacognition

Language study helps students develop an awareness of the strategies they use to complete learning tasks successfully. Students are encouraged to talk about, write about and otherwise represent themselves as learners. In essence, the study of language enables students to develop metacognition.

Metacognition involves reflection, critical awareness, analysis, monitoring and reinvention. Students who are engaged in metacognition recognize the requirements of the task at hand, reflect on the strategies and skills they may employ, appraise their strengths and weaknesses in the use of these strategies and skills, make modifications, and monitor the use of these reworked or new strategies in future situations.

ENGLISH LANGUAGE ARTS

Knowledge and Employability English Language Arts highlights six language arts—listening, speaking, reading, writing, viewing and representing.

Students engage all six language arts as they study texts and create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; facility in one

strengthens and supports proficiency in the others.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Aboriginal perspectives and experiences of oral language strengthen their communities and culture.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes. Instruction integrates facets of Aboriginal oral language traditions as an example of the power of language for people and their communities.

Reading and Writing

Reading and writing are powerful means of communicating and learning. These language arts enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts. Writing enables students to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas, and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.

Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Inquiry and Research

Through the process of inquiry, students learn to manage ideas and information. Acquiring foundational skills in research will allow students to identify their current knowledge and construct new knowledge within a variety of contexts. The inquiry process includes planning, selecting, organizing, assessing and representing information, and is also included in science and social studies courses.

Texts

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether

by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

Organization of the Programs of Studies

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. Five general outcomes, represented by icons below, serve as the foundation for the programs of study. The student outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

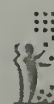
Students will listen, speak, read, write, view and represent to:



explore thoughts, ideas, feelings and experiences



comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively



manage ideas and information



create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication



respect, support and collaborate with others.

Specific Outcomes

Specific outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade.

GENERAL AND SPECIFIC OUTCOMES FOR ENGLISH LANGUAGE ARTS 16–26–36

The aim of English Language Arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

Knowledge and Employability English Language Arts further focuses on developing basic language competencies needed for everyday living at home, in the community and at the workplace.

General Outcome 1



Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover possibilities
 - 1.1.1 Form tentative understandings, interpretations and positions
 - 1.1.2 Experiment with language, image and structure
- 1.2 Extend awareness
 - 1.2.1 Consider new perspectives
 - 1.2.2 Express preferences and expand interests
 - 1.2.3 Set personal goals for language growth

General Outcome 2



Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

- 2.1 Construct meaning from text and context
 - 2.1.1 Discern and analyze context
 - 2.1.2 Understand and interpret content
 - 2.1.3 Engage prior knowledge
 - 2.1.4 Use reference strategies and reference technologies
- 2.2 Understand and appreciate textual forms, elements and techniques
 - 2.2.1 Relate form, structure and medium to purpose, audience and content
 - 2.2.2 Relate elements, devices and techniques to created effects
- 2.3 Respond to a variety of print and nonprint texts
 - 2.3.1 Connect self, text, culture and milieu
 - 2.3.2 Evaluate the text's relationship to realism, and the appropriateness and significance of print and nonprint texts
 - 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

General Outcome 3



Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Determine inquiry or research requirements
 - 3.1.1 Focus on purpose and presentation form
 - 3.1.2 Plan inquiry or research, and identify information needs and sources
- 3.2 Follow a plan of inquiry
 - 3.2.1 Select, record and organize information
 - 3.2.2 Evaluate sources, and assess information
 - 3.2.3 Form generalizations and conclusions
 - 3.2.4 Review inquiry or research process and findings

General Outcome 4



Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

- 4.1 Develop and present a variety of print and nonprint texts
 - 4.1.1 Assess text creation context
 - 4.1.2 Consider and address form, structure and medium
 - 4.1.3 Develop content
 - 4.1.4 Use production, publication and presentation strategies and technologies consistent with context
- 4.2 Improve thoughtfulness, effectiveness and correctness of communication
 - 4.2.1 Enhance thought, understanding, support and detail
 - 4.2.2 Enhance organization

- 4.2.3 Consider and address matters of choice
- 4.2.4 Edit text for matters of correctness

General Outcome 5



Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 Respect self and others, and strengthen community
 - 5.1.1 Use language and image to show respect and consideration
 - 5.1.2 Appreciate diversity of expression, opinion and perspective
 - 5.1.3 Recognize accomplishments and events
- 5.2 Work within a group
 - 5.2.1 Cooperate with others, and contribute to group processes
 - 5.2.2 Understand and evaluate group processes

Under the specific outcome sections on the following pages, the six language arts are identified in brackets as they apply and/or relate to the outcome.

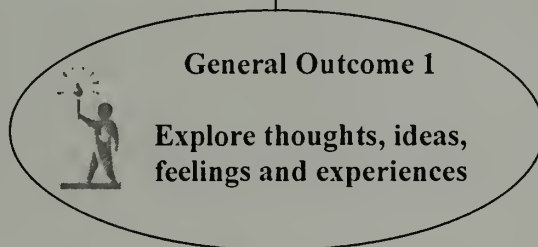
- R – Reading
- W – Writing
- L – Listening
- S – Speaking
- V – Viewing
- Rp – Representing

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:

Form tentative
understandings,
interpretations and positions

Experiment with language,
image and structure

1.1 Discover possibilities



1.2 Extend awareness

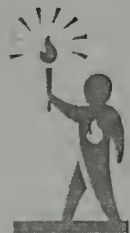
Consider new
perspectives

Express preferences
and expand interests

Set personal goals
for language growth

GENERAL OUTCOME 1

INTRODUCTION



Note: Knowledge and Employability English Language Arts emphasizes the exploration of language in relation to practical, everyday home, community and workplace applications.

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO EXPLORE THOUGHTS, IDEAS, FEELINGS AND EXPERIENCES.

Exploration is fundamental to learning. The specific outcomes that support General Outcome 1 set the foundation for learning in the other outcomes. Students engage in exploration to discover possibilities and to extend their awareness. Through exploration, students begin to formulate their thoughts and ideas, organize and make sense of their experiences, and acknowledge and express their feelings. Exploration enables students to discover and understand what they think and who they are. It also helps them to reflect on their strengths and weaknesses as language users and language learners.

As students become engaged in exploration, they express their preferences and interests, and they set personal goals for language growth. When they are faced with a new task or assignment and when they study a new text, students explore possibilities and form tentative interpretations and positions. They experiment with language and forms of expression to continually expand the horizon of opportunities that language learning offers to them as they consider new perspectives and form new understandings. Ultimately, through exploration, students expand their interest in a variety of texts.

Through talk and conversation, students make observations, ask questions, generate hypotheses, make predictions and form opinions. Often, students discover what they think or how they feel at the point of utterance.

Writing and representing help students to clarify and expand their thinking. When students use such means as dialogue journals to aid their exploration, and when they see their ideas, feelings and experiences in writing, they can reconsider, revise and elaborate on them in thoughtful ways. Students may also use diagrams, thought webs, collages, charts and other representational forms to explore ideas and interpretations and to make and present new connections among ideas.

Listening, reading and viewing also enable students to explore and consider new perspectives and to gather and verify information, identify areas for further inquiry or research, and develop support for opinions. A climate conducive to exploration and risk taking fosters learning in General Outcome 1.

Learning effective exploration strategies is interrelated with learning in the other general outcomes.

- Exploratory talk, writing and representation enhance students' comprehension, by focusing their prior knowledge and experiences before listening, reading and viewing and when analyzing, evaluating and responding to texts (General Outcome 2).
- Exploration also helps students to find and manage information (General Outcome 3).
- Students are involved in exploration when deciding how to use language more effectively when they are creating their own texts (General Outcome 4).
- Students often use exploratory talk when they work together to collaborate on projects and to develop a classroom learning community (General Outcome 5).



1.1 Discover possibilities

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1.1.1 Form tentative understanding, interpretations and positions

- a. experiment with strategies that contribute to forming tentative understandings, interpretations and positions (e.g., posing questions, discussing, keeping an open mind, rereading, reviewing and recognizing that texts may be inaccurate or misleading) [R, W, L, S, V, Rp]
- b. form and communicate tentative understandings, interpretations and positions on ideas and information presented in print and nonprint texts by expressing own and considering others' exploration in person or using various communication technologies, as appropriate (e.g., discussion, telephone and e-mail) [R, W, L, S, V, Rp]

1.1.2 Experiment with language, image and structure

- a. experiment with language, image and structure to create different effects for specific purposes and audiences (e.g., when creating components of a career portfolio, preparing a visual representation or completing workplace tasks) [R, W, L, S, V, Rp]
- b. experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions (e.g., exploratory talk; keeping a journal; taking part in a sharing circle; and interviewing a member of the community, a local employer or a co-worker) [R, W, L, S, V, Rp]



1.2 Extend awareness

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1.2.1 Consider new perspectives

- | | |
|--|--|
| <ol style="list-style-type: none"> a. examine personal responses to new perspectives and identify factors that have influenced responses [R, W, L, S, V, Rp] b. consider the ideas, perspectives and interpretations of others to broaden understandings [R, W, L, S, V, Rp] | <ol style="list-style-type: none"> a. evaluate personal responses for depth of explanation, evidence or support to extend awareness [R, W, L, S, V, Rp] b. compare own ideas, perspectives and interpretations to those of others through a variety of strategies (e.g., discussion and pro-con/think-pair-share charts) [R, W, L, S, V, Rp] |
|--|--|

R – Reading

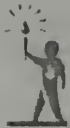
W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



1.2 *Extend awareness* (continued)

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1.2.2 Express preference and expand interests

- identify and examine personal text preferences and factors influencing personal preferences (e.g., purpose, interest, peers, family, heritage, advertisements and technology) [R, W, L, S, V, Rp]
- apply strategies that may be used to expand interests in print and nonprint texts and text creators (e.g., sharing reading/viewing/listening inventories; discussing the role marketing plays in shaping popular culture; and visiting a museum, or a community cultural or art centre) [R, W, L, S, V, Rp]
- select and apply strategies to expand interests in varying text creations (e.g., Web sites, advertising and promotional texts, workplace manuals, CD-ROMs, movies and music videos) including use of language, image, sound and structure [R, W, L, S, V, Rp]
- explore and assess a range of print and nonprint texts to expand interests, including those used in the community and at the workplace (e.g., newspapers, live drama, workplace/community health information manuals, and product promotional materials) [R, W, L, S, V, Rp]

1.2.3 Set personal goals for language growth

- use guided peer and/or self-evaluation to assess strengths and areas needing improvement using a variety of strategies (e.g., checklists, skills inventories and discussion) [R, W, L, S, V, Rp]
- investigate and evaluate language skills required to achieve attainable secondary, post-secondary and career goals using appropriate strategies and resources (e.g., Web sites such as ALIS and the National Occupational Classification (NOC System)) [R, W, L, S, V, Rp]
- create a plan to enhance language learning based on personal goals, and in relation to everyday home, community and workplace communication [R, W, L, S, V, Rp]
- apply strategies for increasing personal potential (e.g., set short- and long-term goals, create an action plan and build a career portfolio) [W, S, Rp]
- demonstrate a willingness to continuously learn and grow as an effective communicator [R, W, L, S, V, Rp]

R – Reading

W – Writing

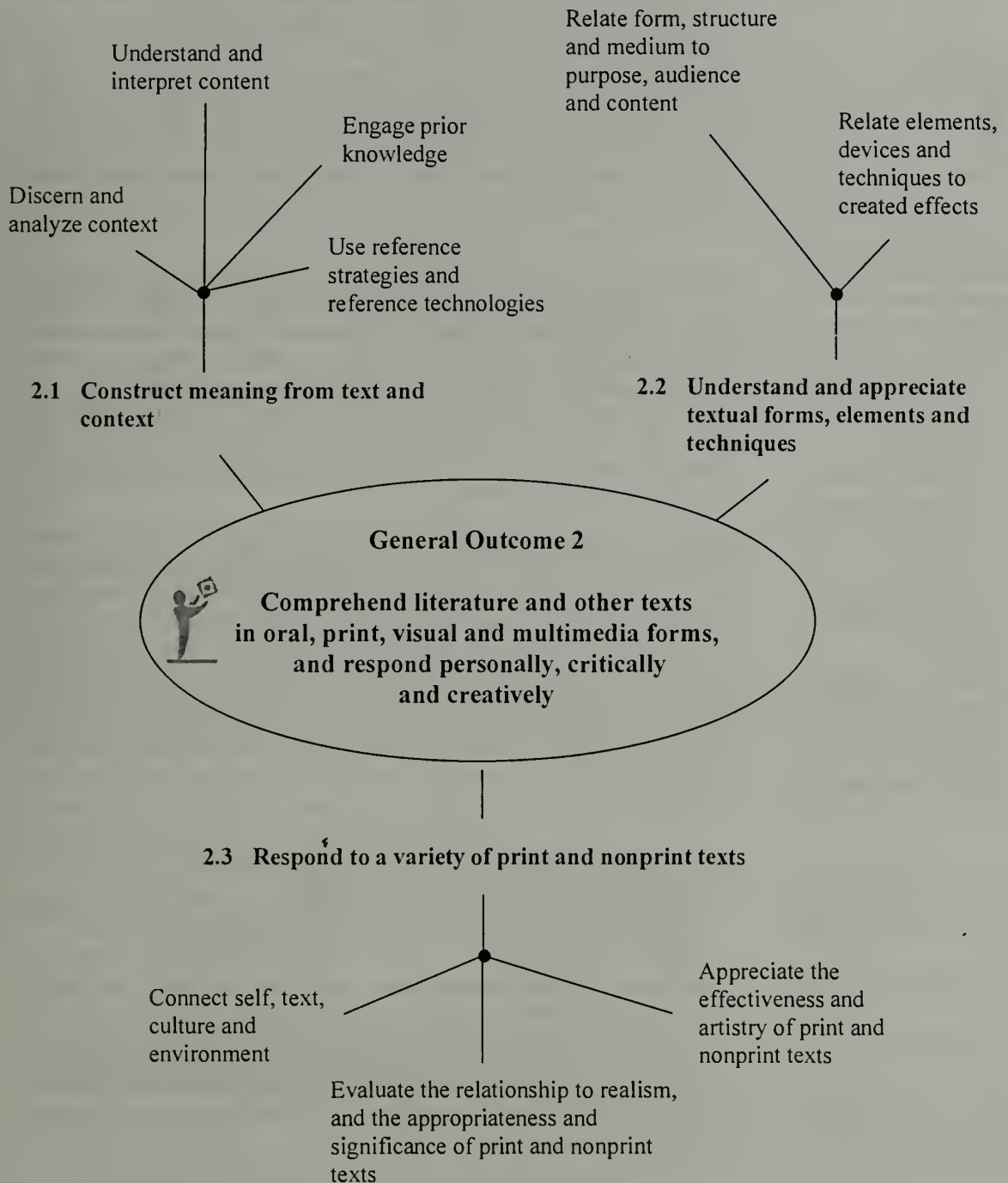
L – Listening

S – Speaking

V – Viewing

Rp – Representing

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



GENERAL OUTCOME 2

INTRODUCTION



Note: The *what* and the *how* of a text (text content and text form) have been separated under the first two headings of General Outcome 2 to allow learning outcomes to be more clearly specified. In their study of texts, students should be encouraged to understand the relationship between form and content.

Knowledge and Employability English Language Arts emphasizes comprehension of print and nonprint texts in relation to practical, everyday home, community and workplace applications.

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

Constructing meaning from texts is fundamental to English language arts. As students study texts in oral, print, visual and multimedia forms, they use a variety of strategies to determine the *what* of a text—the content that is being presented by the text creator. Students engage their prior knowledge of content as they encounter new texts. They identify and examine a text creator's purpose and audience, and they consider the interplay between text and context. Students use their skills as listeners, readers and viewers to detect the tones and registers adopted by text creators. They use references, including the understandings and interpretations of others, to assist them in forming their own understandings and interpretations of texts.

Students also use a variety of strategies to understand the craft of the text creator and the *how* of a text—the form that the text creator has fashioned and the textual elements, rhetorical devices and stylistic techniques that the text creator has employed. By studying a variety of texts in oral, print, visual and multimedia forms, students develop an understanding of the relationship between a text's content and its form. They identify the effects that are created by particular forms, elements, devices and techniques, and relate a text's form, structure and medium to its purpose and audience and to its content.

Students respond personally, critically and creatively—often simultaneously—to the contents and contexts of a variety of texts and text creators. They respond personally by relating texts to their own experiences, feelings, values and beliefs. They respond critically by making interpretations and by evaluating ideas, forms, devices and techniques. They respond creatively by visualizing the settings and situations that are presented in texts and by imagining the persons and characters inhabiting texts. By using their creative imaginations, students synthesize responses that take them more deeply into the world of a text or that extend their own worlds by transforming their understandings and perspectives.

Learning effective comprehension and response strategies is interrelated with learning in all of the other general outcomes.

- Exploratory talk and writing enhance and extend student understandings and evaluations of texts (General Outcome 1).
- Student understandings of text forms, structures and media help them to find information when they are involved in inquiry (General Outcome 3).
- The study of texts provides students with a range of topics and organizing structures for their own text creation (General Outcome 4).
- As students respond positively to the texts created by their classmates, they help to encourage others and to build a community of learners (General Outcome 5).



2.1 *Construct meaning from text and context*

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2.1.1 Discern and analyze context

- a. examine a variety of texts, and identify audience and purpose for creating each text such as to inform, persuade, entertain or inspire (e.g., advertisements, instruction manuals, newspapers, magazines, Web sites, CD-ROMs, music lyrics and documentary dramas) [R, L, V]
- b. identify key messages and features of a text that provide information about the creator's purpose and intended audience (e.g., the use of jargon, idioms, specialized workplace terminology and illustrations) [R, L, V]
- c. recognize that a variety of factors influence the creation of texts (e.g., constraints of time and space, audience, culture, societal norms and historical background) [R, L, V]
- d. use references to gain background of history and society, and to enhance understanding of specific texts (e.g., personal experiences, community leaders, teachers and Elders) [R, L, V]
- e. recognize the impact that personal contexts such as experience and prior knowledge have on constructing meaning from a text [R, L, V]

2.1.2 Understand and interpret content

- a. use a variety of appropriate reading strategies to enhance comprehension of print texts (e.g., skimming, reading out loud, rereading, forming questions, making predictions, using context clues and graphic organizers and summarizing) [R, L, V]
- b. summarize the controlling idea, supporting ideas, and details and conflicts in a text to enhance understanding [R, L, V]
- c. categorize parts of a plot including using a variety of strategies (e.g., graphic organizers and technology as appropriate) including introduction, characters, setting, initial incident, rising action, climax, falling action and resolution, and assess effectiveness in relation to purpose and audience [R, L, V]
- d. recognize the relationships among plot, setting, character and conflict by relating to prior knowledge, personal experience and new ideas [R, L, V]
- e. identify and examine change in a character as a result of an event within a plot by examining elements of character (e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change) and relate character's behaviour to personal experience, as appropriate [R, L, V]
- f. apply appropriate vocabulary strategies to enhance comprehension of oral, print and multimedia texts (e.g., word attack skills, contextual clues and dictionary skills) [R, L, V]
- g. paraphrase directions or messages to enhance comprehension to complete tasks (e.g., oral directions at the workplace, assignments, manuals, diagrams, forms, lists and labels) [R, L, V]
- h. determine a speaker's intent by identifying mood indicators such as volume, tone, irony and sarcasm [L]
- h. analyze and evaluate the effectiveness of verbal cues in conveying a speaker's intent such as volume, tone and mood [L]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



2.1 *Construct meaning from text and context* (continued)

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- i. identify nonverbal cues that support a speaker's intent such as gestures and facial expressions [V]
- i. evaluate the effectiveness of nonverbal cues in conveying a speaker's intent [V]
- j. differentiate between literal and figurative statements and/or representations, describe images developed in texts, recognize imagery in a variety of texts (e.g., advertising, comic strips, comedy in television and movies and popular music) and explain the meaning and purpose [R, L, V]
- k. identify visual elements (e.g., graphics, lists, graphs and charts) and the use of sound (music, sound effects and silence), and analyze their effectiveness to purpose (e.g., the use of symbols and music in advertising by sports teams and food outlets) [L, V]

2.1.3 Engage prior knowledge

- a. relate previous knowledge and experiences to enhance understanding of new texts [R, L, V]
- b. recognize that past experiences influence one's understandings and interpretations of texts [R, L, V]

Use reference strategies and reference technologies

- a. record information sources in a bibliography or footnotes accurately and completely, using consistent and appropriate style [W]
- b. use a variety of reference strategies and technologies to aid understanding and create own reference materials (e.g., taking notes; using library catalogues; creating a personalized dictionary, telephone/address books, and a World Wide Web/URL address list) [W]

R – Reading

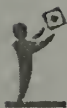
W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



2.2 *Understand and appreciate textual forms, elements and techniques*

ELA 16

ELA 26

ELA 36

2.2.1 Relate form, structure and medium to purpose, audience and content

- a. identify common text forms and their purposes including communication forms such as letters, e-mail messages and memoranda, and literary forms such as poems, narratives, dramatizations and oral stories [R, L, V]
- b. recognize that audience factors such as age, gender and culture influence form, structure and mediums [R, L, V]
- c. recognize that some forms, structures and medium are more appropriate than others in achieving a particular purpose with an intended audience (e.g., television and radio programs/advertisements use short time segments and pacing to gain and retain audience attention) [R, L, V]
- d. identify organizational patterns and structural features that contribute to purpose and content in common texts (e.g., headlines in newspapers, photographs in menus and text organizers such as tables of content, indexes, headings, italics and bolds) [R, L, V]

2.2.2 Relate elements, devices and techniques to created effects

- a. recognize the use of irony, humour, simile, metaphor, personification and symbol to contribute to theme and create a specific effect on the audience [R, L, V]
- b. recognize the use of narrative hooks, foreshadowing, flashback, suspense and surprise endings to contribute to the effectiveness of plot development [R, L, V]
- c. recognize that elements of effective oral, visual and multimedia presentations such as music, colour, lighting, movement, gesture, space and shape are used to create specific effects [R, L, V]
- d. identify and analyze the reasons for and effectiveness of elements, devices and techniques used in a variety of print and nonprint texts (e.g., advertisements, music videos, films, workplace documents and Web pages) [R, L, V]

4

R – Reading

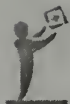
W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



2.3 Respond to a variety of print and nonprint texts

ELA 16

ELA 26

ELA 36

2.3.1 Connect self, text, culture and environment

- a. identify and consider personal moral, ethical and cultural perspectives when studying texts, and reflect on how perspectives may change as a result of interpretation and discussion [R, L, V]
- b. compare choices and motives of characters/people portrayed in print and nonprint texts with those of self and others, and recognize that choices and motives presented in texts may provide insight into the behaviours of self and others [R, L, V]
- c. recognize Canadian content and portrayals of Canadian culture and society in print and nonprint texts [R, L, V]

2.3.2 Evaluate the relationship to realism and the appropriateness and significance of print and nonprint texts

- a. assess the appropriateness of own and other's understandings and interpretations of texts by referring to specific evidence [R, L, V]
- b. assess settings and plots of texts in terms of created reality and plausibility [R, L, V]
- c. examine images in print and nonprint texts in terms of created reality and appropriateness to purpose (e.g., sensationalizing portrayals of everyday life; the representation of age/gender of people; and use of pace, music and camera angles) [R, L, V]

2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

- a. examine the effectiveness and artistry of techniques used in texts for presenting emotions, ideas and information, and evoking response; and demonstrate appreciation for the craft of the text creator [R, L, V]
- b. examine and appreciate how graphic design techniques (e.g., graphic quality, colour, sound, camera angle, lighting, composition and perspective) create and/or manipulate emotion, mood and point of view [R, L, V]

R – Reading

W – Writing

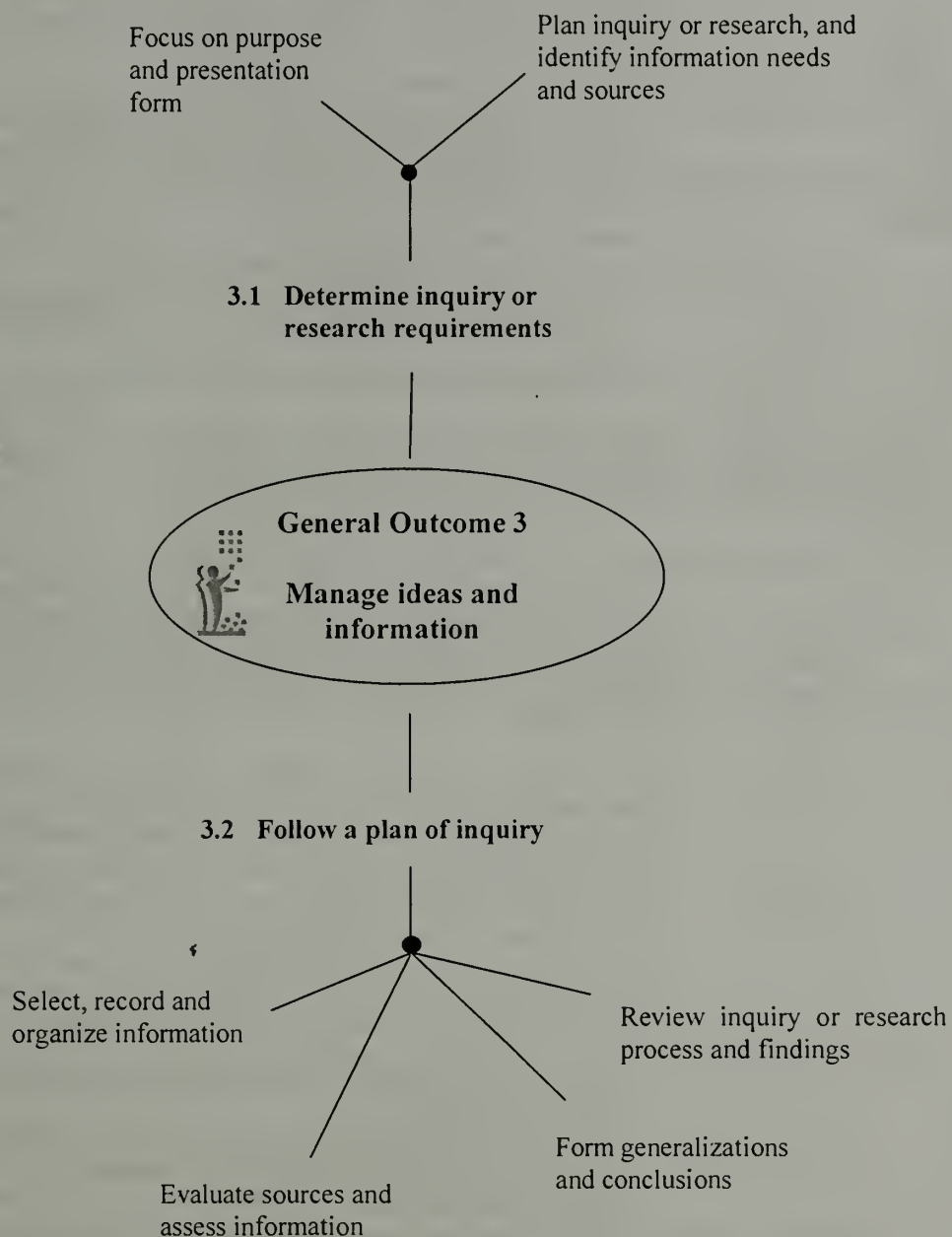
L – Listening

S – Speaking

V – Viewing

Rp – Representing

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



GENERAL OUTCOME 3

INTRODUCTION



Note: Knowledge and Employability English Language Arts emphasizes the management of ideas and information in relation to practical, everyday home, community and workplace applications.

Students will listen, speak, read, write, view and represent to manage ideas and information.

Students manage ideas and information to fulfill particular inquiry or research needs. Such needs may include communicating with a particular audience, considering a variety of literary interpretations or gathering details that contribute to the verisimilitude of a created text.

Students develop the ability to determine:

- why they need to pursue inquiry or to conduct research
- what sorts of questions need to be answered
- what types of data and information are needed
- where to locate information sources
- how to record and organize selected information
- if chosen sources and gathered information satisfy the requirements of purpose, audience and situation
- if chosen sources are reputable and of good quality.

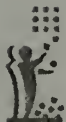
Students integrate and synthesize their findings, and, in the course of managing ideas and information, they formulate generalizations and conclusions and develop personal perspectives.

Students use inquiry or research findings for a variety of purposes. A finding may simply be a new understanding that a student records in a journal for future use. Findings may also include facts, examples or generalizations that are used immediately by students involved in text creation. Findings often lead students to formulate new questions for further research.

As they progress through their senior high school English language arts courses, students develop strategies for managing ideas and information with increasing independence and sophistication. As well, they evaluate their own and others' inquiry and research processes and findings with a view to refining such processes and considering alternative ways of conducting inquiry or research in the future.

Learning effective strategies for managing ideas and information is interrelated with learning in the other general outcomes.

- Students explore ideas to frame questions and plan research processes (General Outcome 1).
- When students examine sources to identify ideas and gain information, they are engaged in comprehending and responding to text (General Outcome 2).
- As they record and organize the information and other material that they have uncovered, students are engaged in the creation of text (General Outcome 4).
- Students often collaborate to conduct research or pursue inquiry (General Outcome 5).



3.1 Determine inquiry or research requirements

ELA 16

ELA 26

ELA 36

3.1.1 Focus on purpose and presentation form

- a. identify topics for research through a variety of strategies (e.g., discussion, brainstorming and webbing) considering the audience; scope and potential presentation form; and the purpose, such as to inform, make decisions and persuade [R, W, L, S, V, Rp]
- b. establish a focus for text creation, and determine scope by identifying an effective controlling idea, issue or question [W, S, Rp]
- c. create categories or questions to guide inquiry [W, S, L]
- d. refine scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation [W, L, S]

3.1.2 Plan inquiry or research, and identify information needs and sources

- a. create a plan of inquiry or research considering a variety of factors such as breadth and depth of prior knowledge, information gaps, appropriate collection tools and format, sources of information, purpose, audience, time and potential presentation form [W, L, S]
- b. use questions, discussion, reflection and other appropriate strategies to guide and monitor inquiry or research plan [W, S]
- c. identify potential strategies and technologies for gathering, generating and recording information (e.g., Web sites, encyclopedias, interviewing, skimming and scanning, outlining, webbing, identifying key words, phrases and relevant information, and taking notes in point form) [W, S]



3.2 Follow a plan of inquiry

ELA 16

ELA 26

ELA 36

3.2.1 Select, record and organize information

- a. select information and support materials appropriate to the purpose from a variety of print and nonprint sources (e.g., museums, government agencies, Elders, business people, periodicals, the Internet, CD-ROMs, television, radio and surveys) using a variety of strategies (skimming, scanning, viewing, questioning and interviewing) [R, W, L, S, V]
- b. use a variety of strategies to organize and record information (e.g., taking notes in point form, outlining, webbing, categorizing and guiding questions) [W, L, S, R]
- c. identify and/or develop appropriate details to support the focus of inquiry using a variety of strategies (e.g., mapping/webbing, graphic organizers and outlining) [W, S, Rp]
- d. use and manage a variety of oral, print, visual and multimedia resources appropriate to a topic (e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMs, Web sites and the Internet) [R, W, S, L, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



3.2 *Follow a plan of inquiry* (continued)

ELA 16

ELA 26

ELA 36

- e. record information accurately and completely, using a consistent and appropriate style [W]
- f. apply guidelines for Internet use (e.g., confidentiality, respect copyright and use rules for citing sources) [R, W, L, S, V, Rp]

3.2.2 Evaluate sources and assess information

- a. assess whether information sources are credible and appropriate to purpose, audience and form of presentation [R, W, L, S, V, Rp]
- b. assess whether information gathered is reliable, complete, current and significant to determine its usefulness to the overall purpose, audience and form of the presentation [R, L, V]
- c. identify multiple viewpoints and evaluate the relevancy, quality, credibility and bias of sources and information [R, L, V]

3.2.3 Form generalizations and conclusion

- a. form generalizations by integrating new information with prior knowledge [R, L, V]
- b. distinguish between support and generalization, and provide support for generalizations and conclusions [R, L, V]
- c. draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the topic, purpose and situation [R, L, V]
- d. use appropriate strategies (e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams) when analyzing, synthesizing and evaluating information to draw conclusions or form generalizations [R, L, V]

3.2.4 Review inquiry or research process and findings

- a. evaluate the effectiveness of the strategies used to guide the research process, and identify strategies to improve future research [W, L, S]
- b. review the appropriateness, accuracy and significance of findings, conclusions and generalizations [W, L, S]
- c. develop a plan to enhance craftsmanship and accuracy of current and future work; celebrate and take pride in efforts and accomplishments [W, L, S, Rp]

R – Reading

W – Writing

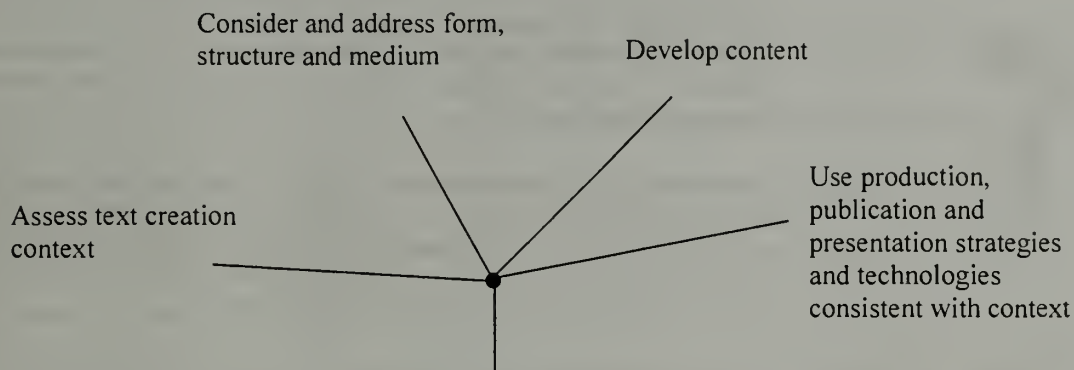
L – Listening

S – Speaking

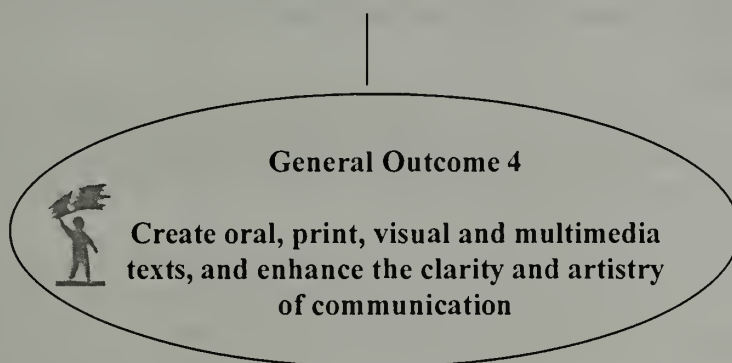
V – Viewing

Rp – Representing

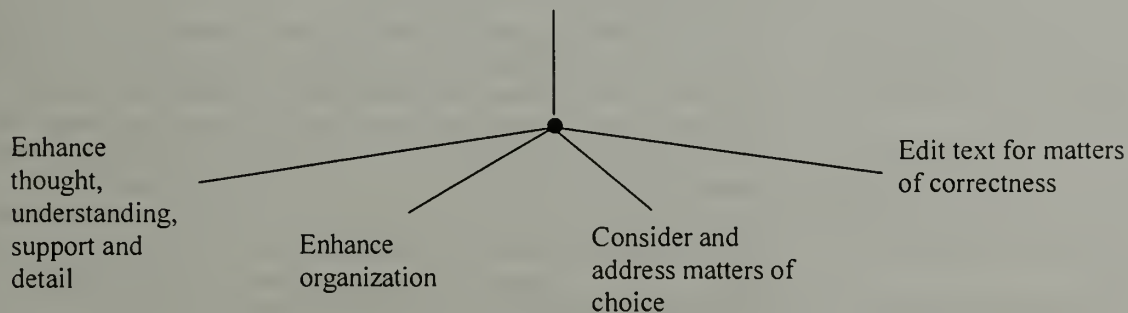
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



4.1 Develop and present a variety of print and nonprint texts



**4.2 Improve thoughtfulness, effectiveness
and correctness of communication**



GENERAL OUTCOME 4

INTRODUCTION



Note: Knowledge and Employability English Language Arts emphasizes creating and enhancing print, visual and multimedia texts in relation to practical, everyday home, community and workplace applications.

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

Students draft and develop a variety of oral, print, visual and multimedia texts as a means of discovering, understanding and communicating their thoughts, feelings and experiences. When beginning the task of text creation, students assess context: they determine the purpose that they wish to accomplish, they identify their audience, and they consider the nature of the communication situation. They also develop or use form, structure and media that are consistent with context.

Students develop ideas through text creation. They share their experiences and communicate the events that are significant to them. They create images and develop themes imaginatively and artistically. By creating texts in a variety of oral, print, visual and multimedia forms, students develop their personal voices and learn the craft of the text creator.

As students produce texts for publication or presentation, they ensure that the expectations of the text creation task and the requirements of the communication situation have been met. They also consider the limitations of time and space that a particular text creation, publication or presentation situation invokes.

Students develop confidence and skill by sharing thoughts, ideas and experiences through formal and informal presentations. They select and use presentation technologies that are appropriate to the purpose, audience and communication situation.

Students enhance the communicative power of their texts by assessing and revising thought and detail, organization, matters of choice, and matters of correctness. They develop an understanding of how language works, and they use the specialized terminology of the discipline of English language arts to communicate that understanding.

Learning effective strategies for creating text and for enhancing the thoughtfulness, effectiveness and correctness of communication is interrelated with learning in the other general outcomes.

- Students explore text creation possibilities and experiment with language, image and structure (General Outcome 1).
- Oral, print, visual and multimedia texts that are studied provide vicarious experiences, new perspectives, and potential forms and media that students may use for speaking, writing and representing (General Outcome 2).
- Students locate, gather, record and organize material to communicate ideas and information (General Outcome 3).
- Students work in groups to complete tasks and assignments and to collaborate on text creation (General Outcome 5).



4.1 Develop and present a variety of print and nonprint texts

ELA 16

ELA 26

ELA 36

4.1.1 Assess text creation context

- determine the purpose for text creation such as to inform, explain, persuade, build relationships, or entertain [W, L, S, Rp]
- consider audience factors that affect text creation such as age, gender, audience size and proximity, culture, and positions of authority [W, S, Rp]
- identify expectations and constraints of a communication (e.g., format, standards of quality, availability of resources and time) [W, S, Rp]
- recognize that depth and breadth of content will affect format, structure and medium [W, S, Rp]

4.1.2 Consider and address form, structure and medium

- select a text form consistent with the purpose and content (e.g., photoessay in career portfolio that includes work experience and other community partnerships) [W, S, L]
- use structures consistent with form, content and purpose (e.g., chronological order when creating a résumé, narrative, or historical timeline; and a videocassette to interview a member of the business community or employer) [W, S, Rp]
- use a medium appropriate to content and context (e.g., television advertisement targeting specific audiences such as youth, men or women) [W, S, Rp]
- apply common conventions when creating oral, print, visual and multimedia texts (e.g., volume of a multimedia presentation, format of letters, memorandums and e-mail messages, and structure of résumé) [W, S, Rp]

4.1.3 Develop content

- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging [W, S, Rp]
- create content appropriate to purpose, audience, situation and medium, and incorporate appropriate examples from personal experience, as appropriate [W, S, Rp]
- apply appropriate prewriting strategies (e.g., graphic organizers and technology, as appropriate, discussion, brainstorming, webbing, outlining, journaling and note-taking) to explore, develop and support own and new ideas, opinions and points of view [W, S, Rp]
- create a variety of print, oral, visual and/or multimedia texts that reflect a controlling idea, focus, purpose and audience, including the following types:
 - functional writing (e.g., an advertisement for a newspaper, résumé, cover letter, business letter) using electronic templates as appropriate
 - real and/or sample home and work related forms using a variety of resources (e.g., Social Insurance Number (SIN) form, template on Human Resources Development Canada (HRDC) Web site, job application, bank account application and income tax template)
 - computer generated and/or other presentations to demonstrate the interview process, workplace task(s) and/or to provide other information
 - narrative, descriptive, persuasive and expository paragraphs, and three to five paragraph essays appropriate to language growth for home, community and workplace applications [W, S, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



4.1 *Develop and present a variety of print and nonprint texts* (continued)

ELA 16

ELA 26

ELA 36

4.1.4 Use production, publication and presentation strategies and technologies consistent with context

- a. create presentations and select strategies and technologies appropriate to the environment, purpose, audience and form, and recognize the need for preparedness in effective communication [W, S, Rp]
- b. create presentations integrating information gathered from various sources; use various audio and visual technologies and a variety of software applying appropriate common conventions[W, S, Rp]
- c. develop and deliver oral, visual and multimedia presentations using voice production factors and non-verbal factors (e.g., tone, volume, eye contact, gestures and posture) and visual production factors (e.g., colour, contrast and movement) appropriate to purpose, audience and situation
- d. control aspects of style (e.g., font, size, style, colour, spacing of text, image placement, sound and video links), within the presentation form or product for consistency and/or to convey meaning [W, S, Rp]
- e. demonstrate appropriate keyboarding techniques (e.g., use proper fingering when using alphabet and punctuation keys) and use a variety of strategies to increase keyboarding speed and accuracy [W, S, Rp]
- f. demonstrate a moral and ethical approach in the use of graphics, text and multimedia in presentations by citing sources as appropriate [W, S, Rp]
- g. use a consistent style when crediting sources of information in a bibliography and in footnotes [W, S, Rp]

4

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



4.2 Improve thoughtfulness, effectiveness and correctness of communication

ELA 16

ELA 26

ELA 36

4.2.1 Enhance thought, understanding, support and detail

- a. confirm the controlling idea or desired unifying effect of a text [W, S, Rp]
- b. review the accuracy and specificity of details, events, images, facts and other data intended to support a focus, controlling idea or issue, and add information to support/develop as needed [W, S, Rp]
- c. demonstrate responsibility for following appropriate security and safety measures when using technology and the Internet (e.g., use appropriate language and etiquette, apply ergonomics to promote personal health and well-being, and respect the products and privacy of others) [W, S, Rp]
- d. create, enhance and evaluate the effectiveness of a variety of presentation forms (e.g., written/oral reports, posters, multimedia presentations, charts, collages, cartoons and Web pages) [W, S, Rp]

4.2.2 Enhance organization

- a. assess the beginning of a text in progress and revise as needed to consider plan, purpose, audience and medium [W, S, Rp]
- b. review the organizational components of a text in progress to strengthen the effectiveness of the components as units of thought or experience (e.g., paragraphs in a letter of application, components of a résumé or sections/slides in a multimedia presentation) [W, S, Rp]
- c. assess the closing of a text in progress and revise as needed to consider plan, purpose, audience and medium; and to ensure an appropriate conclusion [W, S, Rp]
- d. manipulate graphics and text to effectively communicate a topic [W, S, Rp]

4.2.3 Consider and address matters of choice

- a. select and use effective techniques, elements and matters of choice appropriate to the purpose, audience and medium (e.g., vocabulary, expressions, sentence patterns and structures, illustrations, artwork and Internet links) [W, S, Rp]
- b. demonstrate self-direction, self-discipline and the ability to work independently and effectively to improve products and/or presentations [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



4.2 *Improve thoughtfulness, effectiveness and correctness of communication* (continued)

ELA 16

ELA 26

ELA 36

4.2.4 Edit text for matters of correctness

- a. use appropriate tools to assist in creating and revising text (e.g., handbooks, exemplars, models, dictionaries and spell checks/grammar checks on word processors) [W, S, Rp]
- b. revise texts to ensure clarity and coherence including editing for punctuation, spelling, usage, grammar and sentence structure, paragraph transitions, transitional devices, style and vocabulary [W, S, Rp]
- c. apply basic capitalization, punctuation and spelling conventions using appropriate tools (e.g., dictionaries, handbooks and spelling software/technology) [W, S, Rp]
- d. identify parts of sentences and common sentence structures including simple, compound and complex, and use transitional devices, as appropriate, to correct common errors in sentences, such as run-on sentences and fragments [W, S, Rp]
- e. identify parts of speech in own and others' texts including nouns, pronouns, verbs, adjectives and adverbs to ensure correct subject–verb agreement, pronoun use and sentence structure [W, S, Rp]
- f. recognize that certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction (e.g., résumés, application forms and letters, and job interviews) [W, S, Rp]

R – Reading

W – Writing

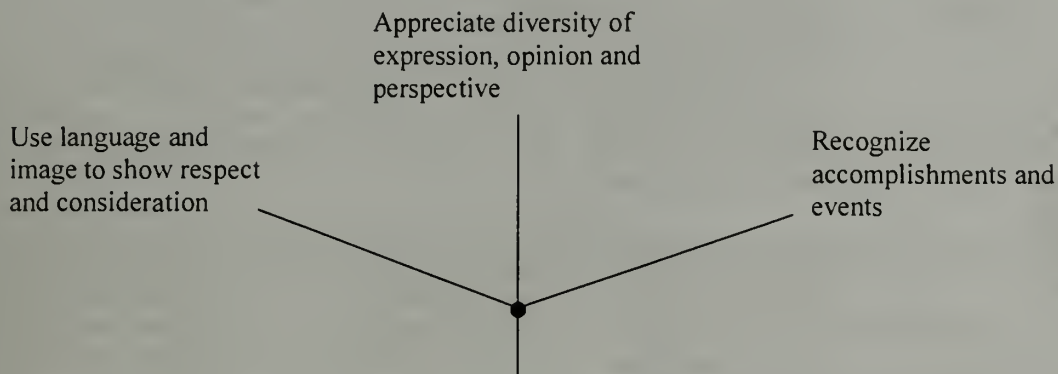
L – Listening

S – Speaking

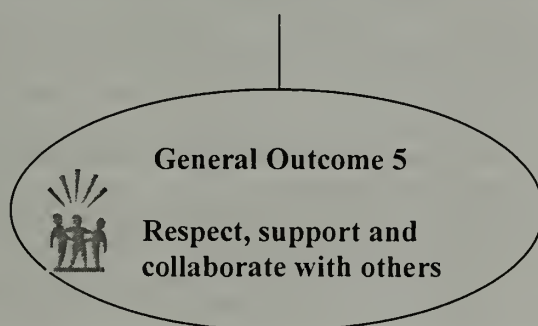
V – Viewing

Rp – Representing

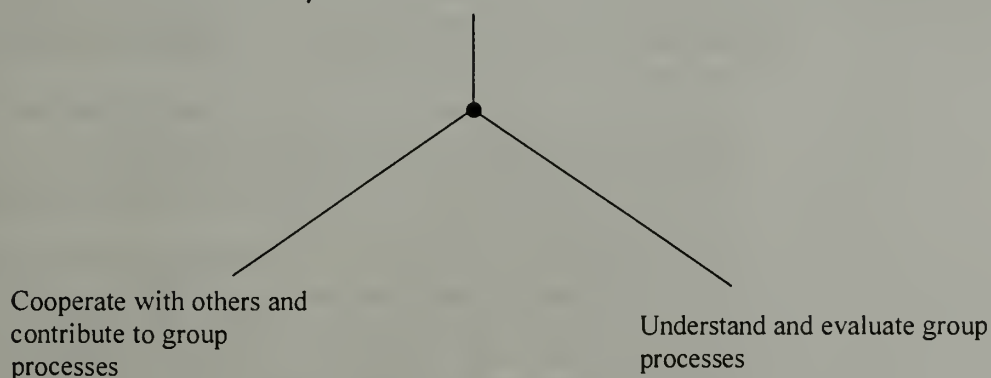
STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:



5.1 Respect self and others, and strengthen community



5.2 Work within a group



GENERAL OUTCOME 5

INTRODUCTION



Note: Knowledge and Employability English Language Arts emphasizes respecting and advocating for self and others, and demonstrating support and collaboration with others in relation to practical, everyday home, community and workplace applications.

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

As students collaborate with others, they use language to show respect and consideration. Together, students access, understand, use and create texts in seeking answers to questions regarding the human condition. They appreciate the diversity of expression, opinion and perspective displayed by other students in their community of learners; and they willingly share their personal knowledge, expertise and perspectives to help build and strengthen that community. They learn to use language in ways that demonstrate sensitivity to the feelings of their peers and enrich the classroom atmosphere.

Students develop and display positive attitudes that are observable in the verbal and nonverbal communication that they exhibit. Students' positive attitudes are displayed as they celebrate their own accomplishments and honour the accomplishments of their classmates. Also, as they recognize events of importance to their communities and their cultures, students come to understand their personal connections to community in a broader sense.

Students learn collaboration skills by working well together. They discuss in groups, build on others' ideas, and plan and work together to meet common goals. They learn to use language to reflect upon their own behaviours and values and the behaviours and values of others. They participate fully and positively in a classroom community.

As they collaborate with others, students demonstrate that they understand and employ group processes. They cooperate with others as they contribute to the processes that their groups are using to complete tasks. They assess and evaluate the work that their groups have accomplished and the processes that their groups have used, so that future collaboration may benefit from the understandings that they have developed.

Students learn the importance of respecting, supporting and collaborating with others, and it is these processes that set the context for students to experience success in the English language arts classroom, and at home, in the community and at the workplace.

Learning effective strategies for collaborating with others is interrelated with learning in the other general outcomes.

- Students work collaboratively to discover possibilities and to experiment with language and forms (General Outcome 1).
- Students learn from the understandings and interpretations of their classmates as they comprehend and respond to oral, print, visual and multimedia texts (General Outcome 2).
- Students often work collaboratively to conduct inquiry and research and to share findings (General Outcome 3).
- Students work collaboratively on text creation: they discuss topics and forms of expression, they act as peer editors to assess their classmates' texts and to offer constructive suggestions for improvement, and they often work together to deliver a presentation (General Outcome 4).



5.1 *Respect self, others and strengthen community*

ELA 16

ELA 26

ELA 36

5.1.1 Use language and image to show respect and consideration

- a. use inclusive language and behaviour, and communicate or create texts in ways that demonstrate respect for people of different heritage, cultures, genders, ages, abilities, opinions and communities, including aboriginal people/communities [W, S, Rp]
- b. recognize positive and negative portrayals of persons in life and characters in literature, and demonstrate sensitivity to the feelings of others [R, W, L, S, V, Rp]
- c. differentiate between constructive criticism and ridicule, and between irony and sarcasm, and use appropriate strategies to show respect [R, W, L, S, V, Rp]
- d. monitor use of verbal and nonverbal communication to convey inclusion, respect and consideration [W, S, Rp]

5.1.2 Appreciate diversity of expression, opinion and perspective

- a. recognize and demonstrate respect for diversity, individual differences and perspectives [R, W, L, S, V, Rp]
- b. demonstrate appreciation of diversity of thought and expression, and select and monitor appropriate strategies for appreciating diversity and modify as needed [R, W, L, S, V, Rp]
- c. examine the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours [R, W, L, S, V, Rp]

5.1.3 Recognize accomplishments and events

- a. use language and image to honour and/or recognize own and others' accomplishments (e.g., construct e-mail and other messages conveying congratulations, and thank-you notes) [R, W, S, L, V, Rp]
- b. identify formal and informal ways in which language and image are used appropriately to honour and/or recognize people, and celebrate events (e.g., a toast, eulogy, poster and thank-you card) [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



5.2 *Work within a group*

ELA 16

ELA 26

ELA 36

5.2.1 Cooperate with others and contribute to group processes

- a. set appropriate personal goals for participation in a group that include demonstrating respect and being open to and supportive of the thoughts, opinions and contributions of others, and sharing personal knowledge, expertise and perspectives, as appropriate [L, S, V]
- b. demonstrate respect for, and assess and defend individual rights and differences in self and others within a group or a community in a positive and constructive manner (e.g., be fair, honest; demonstrate integrity and personal ethics [L, S])
- c. positively interact and communicate with others by considering appropriate dress, space and conversational skills (e.g., when in a job interview, and when communicating with a customer or co-worker) [L, S]
- d. participate effectively as a group member to facilitate completion of group goals (e.g., generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for completion) [L, S]
- e. use an appropriate conflict resolution model to identify and clarify the conflict, recognize different points of view, generate solutions, implement the best solution and assess the results [L, S]
- f. demonstrate listening and other appropriate behaviours within a group (e.g., listening without interrupting, focusing on the speaker, contributing to be heard, disagreeing courteously, accepting conflicting opinions, and showing respect for the rights and values of others) [L, S]
- g. assess effectiveness of group contributions to facilitate completion of group goals [L, S]
- h. assess the results and re-evaluate the conflict resolution model and solution based on new information [L, S]

5.2.2 Understand and evaluate group processes

- a. recognize the various roles and responsibilities of group members (e.g., recorder, chair, Elder and coworker) and appreciate the contribution that these roles make to group process [L, S]
- b. identify and apply appropriate leadership styles to motivate a group (e.g., be cooperative and supportive, and use appropriate problem-solving strategies) [L, S]
- c. engage in effective evaluations by realizing the importance of tact, honesty and specificity in peer and self-evaluation [R, W, L, S, V, Rp]
- d. make effective use of peer and self-evaluation to enhance personal growth [R, W, L, S, V, Rp]
- e. use appropriate criteria and teamwork tools to assess and monitor groups processes (e.g., checklists, role descriptors, flow charts, discussion and questions) [L, S, W]
- f. demonstrate appropriate strategies to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information (I like it when you said ..., you may want to consider ...) [W, S, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



5.2 *Work within a group* (continued)

ELA 16

ELA 26

ELA 36

- c. engage in effective evaluations by realizing the importance of tact, honesty and specificity in peer and self-evaluation [R, W, L, S, V, Rp]
 - d. use appropriate criteria and teamwork tools to assess and monitor group processes (e.g., checklists, role descriptors, flow charts, discussions and questions) [L, S, W]
 - e. demonstrate appropriate strategies to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information (e.g., I like it when you said ..., You may want to consider ...) [W, S, Rp]
- c. make effective use of peer and self-evaluation to enhance personal growth [R, W, L, S, V, Rp]

4

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